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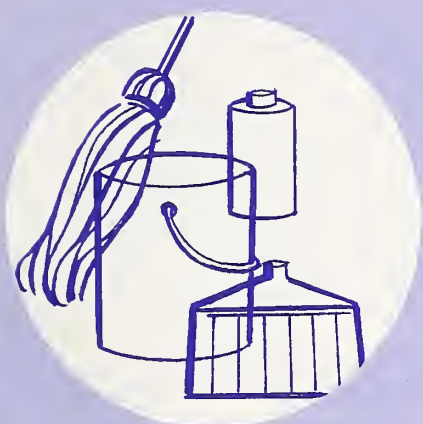
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A CLEAN HOUSE

Agent's Guide for Training Home Economics Program Aides



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United States Department of Agriculture
Federal Extension Service
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A CLEAN HOUSE

AGENT'S GUIDE FOR TRAINING HOME ECONOMICS PROGRAM AIDES

The "Clean House" leaflets are designed to teach homemakers:

- The value of a clean house.
- How to judge when a house is clean.
- The minimum tools and supplies that are needed for cleaning a house.
- How to do the different jobs that have to be done to keep a house clean.
- How to manage so family members will help do jobs to get work done.

These leaflets may be used with individual homemakers or with small groups. Use the leaflets in this order:

1. A Clean House Is Important
2. What to Use to Clean Your House
3. When to Do Housecleaning Jobs

4. Many Hands Make Housework Light (Refer to above leaflet. It shows the homemaker what jobs she needs to do. No. 4 shows her how to get the rest of the family to help.)

FOLLOW WITH (one at a time) other leaflets in the order of interests of those you are teaching. It makes no difference which skill you teach first.

When you train program aides to teach homemakers, you . . .

1. TELL
2. SHOW
3. DO
4. TELL AGAIN

You can use any or all of these methods in presenting information in this series of leaflets. Choose the methods that best suit the program aides and are most comfortable for you. Suggest that program aides use these teaching methods with homemakers.

TO TELL:

Before you use the method of *telling*, establish a close relationship with the group.

Talk about real situations.

Lead the group to discuss the lesson topic . . .

- Ask questions
- Tell anecdotes
- Relate experiences
- Use familiar expressions
- Get them to tell their experiences
- See if they agree.

Use case studies, imaginary or real . . .

For example—describe Jane Doe's house that is not clean because Jane doesn't believe it is important to have a clean house. Ask the group how they would convince Jane that a clean house is important. Don't preach!

Don't set yourself or your family up as a perfect example.

TO SHOW:

We remember better what we see. *Show* what you want the group to remember.

Give demonstrations with the real things.

Use exhibits and displays (show degrees of cleanliness—for example, clothes poorly washed, washed fairly well, and washed well), or use an example of your own, such as windowpanes or dishes.

Use posters.

Show slides or filmstrips.

Use identification games (make a game of identifying tools and supplies—what is each item and what is it used for?)

Use association games (name the job—have women pick out from a display the tools and supplies for the job. You may have them match jobs and tools.)

TO DO:

We remember longer what we “do.”

Let each person practice the “skill” that was taught.

Assign homework—relate it to the skill you have taught.

Have program aides give verbal reports on this homework the next time you meet (individually or in a group).

Encourage program aides to experiment with their own ideas. Give time for them to report results.

TO TELL AGAIN:

Repetition increases learning, so—tell again.

Summarize each lesson you teach.

Allow the group to tell the main points they learned.

Use posters.

List points to remember on chalk board.

Ask group members to practice teaching each other what they learned.

Report at next meeting.

OTHER SUGGESTIONS:

Provide some method of recognition for program aide upon completion of series. Help program aides devise a similar “award” for their homemakers.

Make sure words in leaflets are familiar to homemaker audience.

Help each program aide develop an outline of what she will say and do when working with families. (See Suggested Plan for a Meeting.)

If the program aides will be holding group meetings, help them develop a plan for each meeting. The plan should take into consideration:

- How much time you will have
- What skill you are going to teach—based on needs and abilities of homemakers
- What facilities are available.

Knowing these things, you can decide on:

- Techniques and methods to use
- Order of doing
- What materials, supplies, visuals, and handouts are needed
- How to report what homemakers did at each meeting.

Here is a suggested plan for a meeting that you will want to discuss with your program aides while you are training them. It is also outlined in the Program Aide's Guide on a Clean House.

SUGGESTED PLAN FOR A MEETING

1. Get to know each other (game-song-coffee).
2. Tell of plans for the meeting . . .
 - a. What you will teach about today.
 - b. How long it will take.
 - c. Why they need to know this.
3. Give the information . . .

If part of a series, relate to previous topics.

Show how to do it.

Let homemaker practice skill.

Let homemaker ask questions.
4. Talk over what was learned.
5. Discuss what homemaker should do before next meeting.
6. Make plans for the next meeting . . .

When and where to meet.

What the group will do.

SUGGESTED REPORT FORM FOR PROGRAM AIDES

Report for _____

6. What should you do next for these families?

NOTES

Cooperative Extension Work: United States Department of Agriculture and State Land-Grant Colleges and Universities Cooperating. Issued July 1966.